

The Church School Teacher

Volume XXIII

October 1954

PACIFIC LUTHERAN
THEOLOGICAL SEMINARY
LIBRARY Number 8



MAGAZINE FOR CHURCH SCHOOL WORKERS

THE CHURCH SCHOOL TEACHER

VOL. XXIII No. 8
OCTOBER

LAEL H. WESTBERG

Editor

RAYMOND A. VOGLEY

C. E. LINDER

PAUL M. LINDBERG

KENNETH G. ANDEEN

Editorial

Advisory Committee

CONTENTS

ARTICLES

PAGE

WHAT'S BETWEEN THE COVERS 5

THE TEENAGERS WE TEACH 8

WHAT ABOUT THE KINDERGARTEN CHILD? 11

MEET DEBBIE AND DON 15

KEEPING INTEREST AT A HIGH LEVEL.. 18

CALL TO TEACH 22

A SERVICE OF INSTALLATION 23

DEDICATION SERVICE FOR PARENTS AND
LEADERS 25

AUDIO-VISUALS FOR CHRISTIAN GROWTH
SERIES 27

TEACHER TRAINING IN THE AMERICAN
LUTHERAN CHURCH 30

EDITORIAL

FROM YOUR DIRECTOR 1

DIRECTOR'S COLUMN 3

COVER: *Girls of St. Mark's
Church, Los Angeles*

Published monthly except during July and August by the Augustana Book Concern under the auspices of the Board of Parish Education of the Augustana Lutheran Church. LAEL H. WESTBERG, Editor, 2445 Park Avenue, Minneapolis 4, Minnesota. Yearly subscriptions: five or more to one address, \$1.00 each. Single subscriptions, \$1.25. In changing address give both old and new address. All literary contributions should be sent to the editor. Address all business correspondence to Circulation Department, Augustana Book Concern, Rock Island, Ill. Entered as second-class matter December 24, 1931, at the post office at Rock Island, Ill., at the special rate of postage provided in Par. 4, Sec. 538, P. L. & R., Act of February 28, 1925. PRINTED IN U. S. A.

The Church School Teacher

Vol. XXIII

OCTOBER 1954

No. 8

From Your Director

L. H. WESTBERG

Augustana Lutheran Church

LAST month announcement was made in this column that the October CHURCH SCHOOL TEACHER would run its first quarterly list of audio-visuals correlated with the *Christian Growth Series* lessons. They are here—a painstaking and thorough compilation by the Rev. George Ammon of the ULCA parish education department. Thanks, Pastor Ammon and ULCA Board of Parish Education.

P. E. Month

The month will be half over by the time this issue is printed. But the Parish Education Month campaign hasn't been seen in your congregation, there is still time to get out from under the bushel and on a stand. If nothing else, let our Sunday school teachers and officers be installed at a morning worship. You need not look for service of installation. There is no reprinting in this issue!

The Cover

It is the St. Mark's girls of Los Angeles that you see on the cover. Miss Carol Widen, W.M.S. secretary of missionary education, tells more about them and the new Missionary Sunday Books in her article "What's Between the Cover"?

The New Sunday School Papers

For a long time our teachers have been wanting some Sunday school-home-relations builder. Some teachers have typed home assignments and delivered them during visits to the homes of their pupils. Others have invited parents to a coffee party during which the quarter's work was previewed. These are commendable plans and should be continued.

But now there is a tailor-made help. The new Sunday School papers are timed with the Christian Growth Series lessons so that the papers and the lessons are

based on the same concepts. For example, on the first Sunday in October the *'Til 8 Stories* will have as subject matter the same concepts as the *Christian Growth Series* lessons in the Beginner and Primary departments; the *Junior Life* will be correlated with grades 4-5-6; and *Teen Talk* will be vitally connected with the lessons in grades 7-8-9 as well as the Senior High School course.

Teachers, make a point of discussing the new Sunday School papers with your pupils' parents.

Here is a new kind of contact for you. Develop it into a silent ambassador and teacher. Let it become a new link between Church and home. Make it your helper by explaining the new papers to parents and pupils.

This Issue

Last month it was the helps articles for teachers of Christian Growth Series. This month we have a series on the *persons we teach*. We hope you will enjoy the series. The whole issue, too.

Science and Religion

At their recent commencement exercises, the members of the graduating class of Hahnemann Medical College in Philadelphia were told that "there is no place in medicine for the atheist or materialist."

Although illness prevented him from delivering the address in person, it had been prepared by Dr. Edward J. McCormick, president of the American Medical Association, and was read for him at the commencement.

"Medicine is a priestly calling," Dr. McCormick stated, "and its followers must have due regard

for the soul as well as the body." He added that the Hippocratic Oath and the Code of Medical Ethics are based on the Ten Commandments, "but they can mean little or nothing to those with only skilled scientific training and no knowledge of a Supreme Being in whose image and likeness man has been created."

Finally, Dr. McCormick challenged the young doctors with the statement that unless they were ready to build on honesty, integrity and idealism, they had best seek other avenues of work.

—A. V. B.

Director's Column

Evangelism

WHAT progress are you making in your Program of evangelism this fall? Are you using the teaching pictures and suggestions provided by the Department of Evangelism and the Department of Parish Education? A few extra pictures and class charts are available free on request from the Board.

In October and November each teacher can re-emphasize the basic principles of evangelism and encourage the pupils to participate in this great work.

We would like to have reactions to the evangelism materials provided. Please tell your District Committee members or write to the Board.

Stewardship

The Program and Policy Council encouraged the Department of Stewardship and Finance and the Department of Parish Education to provide study materials and procedures for more effective and practical stewardship training in our Sunday schools. Relatively little help has been given in the past and all too few suggestions have been provided. An excellent paper on stewardship principles

By R. A. VOGEELEY

and practices is being studied by our District Committee members. The information releases on different phases of our work and the offerings this fall will provide more bases for judgment when our District representatives meet to evaluate their findings.

Special Causes

The two Departments have suggested that the benevolent offerings or mission offerings which are given each month in the Sunday school should be designated for a special cause each month. In September attention was directed to American Missions. The offering was for a parsonage in a package mission. In October Foreign Mission work will be emphasized and information given about the Mission Builders in New Guinea. In November the cause of Lutheran World Action will be presented, highlighting the resettlement of refugees. In December we will consider Higher Education. The offering will be used to help pay for the new hotel dormitory at Texas Lutheran College.

We recommend that these offerings should be sent to the treasurer of the American Lutheran Church through either your Sun-

day school treasurer or your congregational treasurer. The funds are to be credited to your congregations benevolence record since the Sunday school is the congregation at study.

Congregational Teacher Training Program

This is October! Are you having a regular meeting of your teachers this month following the suggestions given in the September American Lutheran Church issue of the Church School Teacher? For more information on our Teacher Training program see the special article in this issue. There will also be additional articles in both the October and November issues of the Church School Teacher which will prove helpful for evangelism, stewardship and teacher training.

Are you planning to have a pre-service training course in your church this year?

The Weekday Church School

It is evident that more time is available for Christian Education. The congregational tract on parish education indicates the opportunities for conducting a weekday church school on released time, dismissed time, after-school time or Saturday time. The special course for our Juniors this fall is entitled "In My Congregation." For more information write to the Board of Parish Education.

Bible Study

Perhaps you have already had your special program of Bible study. The book for study is the First Epistle of John. Sample copies of the pupil's material were mailed to every pastor and superintendent. We also want to remind you if you care to have special Bible study at your teacher meetings, that other courses are available on request from the Board of Parish Education.

A Partnership

No teacher can build Christian character. It is God working through his Holy Spirit, who "calls, gathers, enlightens, and sanctifies" his people. But God makes use of teachers—teachers who have love of pupils in their hearts . . . Christian teachers, therefore, are partners with God in this process of leading children to Christian growth.

From "Teaching Beginner Children"
by Sister Esther Bunge.

What's Between the Covers of the Missionary Sunday Books

By CAROL WIDEN

*Secretary of Missionary Education
Women's Missionary Society*

TRANSLATING into deeds some of the lessons they have learned at the St. Mark's Lutheran Sunday Church School, "The Helpers," pictured on the cover of this issue of the CHURCH SCHOOL TEACHER, are having a good time tying up bundles of wastepaper they have gathered to increase their funds for a missionary project.

Group Graded Services

A 9x12 inch glossy print of this picture of the Mexican-American girls from St. Mark's and the story their home mission project make one of twelve interesting Missionary Sunday study and worship services found in the 1954-1955 program packet, "Christian Growth Through Sharing, Intermediate II." Together with a similar book for Juniors, "Christian Growth Through Sharing, Junior II," and a picture-story set for Beginners and Primaries, "God's Children Everywhere, Series II," this book for Intermediates has been prepared and published jointly by the Board of Par-

ish Education and the Women's Missionary Society.

A Sample

A typical Missionary Sunday service in one of the packets, which shows how missionary education and the regular church school lessons go hand in hand, is "Christ in Our Homes," a simple but effective presentation on Social Missions. It is found in "Christian Growth Through Sharing, Intermediate II" and goes like this:

After the quiet playing of the hymn, "O Happy Home, Where Thou Art Loved the Dearest," the teacher or missionary leader introduces the subject in these words: "Christ is the head of Christian homes. We pray that He may be the head of every home throughout the world. Here is a picture of the Holden Family (holds up Picture No. 4, Intermediate Picture Series II—in packet), who wish to invite Christ into their home. Sister Virginia Lestor, a deaconess and social missionary is helping them do this. Let's see how this all happened."

Intermediates then come forward and take the parts of Sister Virginia and members of the Holden family, either dramatizing or pantomiming the scenes of Sister Virginia's first visit to this unchurched American family, whose children (the script relates) have been attending an Augustana vacation church school. A worship service, in which the entire Intermediate Department is brought into the dramatization of the Holden family and Sister Virginia, brings the Missionary Sunday worship service to a close and the Intermediates present their World Friendship offerings for the extension of Social Missions.

Compact

This Missionary Sunday service takes from twelve to fifteen minutes to present. None of the services in the three program packets requires more than twenty-five minutes for presentation, and all can easily be adapted for shorter or longer periods.

Valuable suggestions and helps in planning and presenting the services have been provided teachers and leaders in the Introduction of each book. A list of books and visual aids which are especially useful to these studies is also provided. Users of the *Christian Growth Series* will find a section containing "Mission Study Inte-

gration Suggestions Relating to the *Christian Growth Series*," if they wish to integrate these missionary studies into the church school lessons. Some of these suggestions are applicable to other church school lessons also.

Wide Uses

Deserving special mention are the unusually fine and rich supplementary resources enclosed in the Junior and Intermediate packets. Since most of them can be used not only by the Sunday church school, but also by Bible classes, the Luther League and the various divisions of the Women's Missionary Society, it is recommended that after their use on Missionary Sundays in 1954-1955 they be added to the church school library for continued use. Some of these resources are:

Maps—(1) Foreign Mission Fields of Lutheran Churches in America (Revised 1954), (2) American Missions Regional Map of the United States and Canada, (3) Large outline map of the world.

"Advance for Christ" issue of the *Lutheran Companion*, containing pictures and facts about Augustana missions at home and abroad.

Picture Sets—Fine glossy prints, size 9x12 inches, showing recent scenes from many Augustana For-

ign, Social and American mission fields. Six pictures are included in each of the Junior and Intermediate packets and twelve in the Beginners and Primary packet.

Bargain Prices

Because more and more church schools are seeking to provide each class with one of these packets annually, the price has been considerably reduced for the new 1954-1955 packets, in spite of the fact that more cost materials have been placed in them. The price is 65 cents each for the packets "Chris-

tian Growth Through Sharing, Intermediate II" and "Christian Growth Through Sharing, Junior II," with additional copies of the books priced at 30 cents each. The price is \$1.00 for the packet "God's Children Everywhere, Series II," a picture-story set for Beginners and Primary children, with additional copies of the Teachers Guide for integration with the *Christian Growth Series* priced at 15 cents each. Orders for these packets must be sent to the Women's Missionary Society, 3939 Pine Grove Avenue, Chicago 13, Illinois.

Christian Faith Hard to Kill

A London-monitored radio program from Russia reveals that Radio-Moscow has attacked Komsovoi (the Communist Youth Organization) for not suppressing religion among its members.

The very thing which the Russian radio decries cannot but give hope to the thoughtful Christian, for it was stated on the program that, while there is no place for religion in the Soviet system, "We

cannot close our eyes to the fact that among our youth there still are those who cling to religious beliefs and prejudices. These will not die off by themselves without a resolute ideological struggle."

Surely this should be the signal for American Christians to begin to sustain these "wayward" Communist young people in prayer.

—A. V. B.

The Teenagers We Teach

By GERALD K. JOHNSON

"SWEET Sixteen!" Interesting to hear people talk about high school days isn't it? One person wouldn't want to go through those days again. Another spends energy recklessly trying to recapture them.

What about these "teens"—are they grand or aren't they? Like much of life they can be difficult and harsh. Like all of life is meant to be, they can be wonderful. Much depends upon where you look and how you listen. Even then what you see and hear will not give you easy answers. There is a "sameness" about youth. Yet every individual adolescent belies it by being different.

Remarkable

That makes working with youth in the church a fascinating re-education. Take any high school Bible Class and what do you find? A naive pretense of sophistication? Certainly! A struggle for independence and deep seated rebellion? Of course! Shifting and wavering loyalties to groups? Yes! How about an almost child-like

need for adult approval? Sure—will you have it with or without tears and melancholy? Don't forget that flood of enthusiasm that begins projects and lets others complete them. All of this—and there is more too! It is remarkable that we become adults.

The pity of it is that not all do become adults. They stay adolescents. This is true of people spiritually in a special way. Two-thirds of the youth in our churches go through a spiritual rebellion during their high-school days. Some of them show it by changing church membership. Since many cross only denominational or congregational boundaries they are not lost to the church.

Critical

Youth also involves intellectual growth and the fashion of high school days encourages youth to attack and criticize society rather than to defend and apologize. Such intellectual "free-wheeling" coupled with the spirit of rebellion causes some adolescents to eliminate religious considerations from their way of living.

For many more the problems involved are too much. They

The Rev. G. K. Johnson is pastor of First Lutheran Church (Augustana) Monmouth, Ill.

Simply give up and run away into "who cares" and "what's the difference" attitude. In many instances the conflict is caused by genuine intellectual doubts or by unnecessary feelings of guilt and shame resulting from sex conflicts. The average age for this period of rejection, also of conversion, has been estimated at sixteen. Of course it varies greatly with individuals generally appearing earlier in girls than boys.

Personal Influence

To help stem the tide of adolescent defection the church school teacher has some valuable aids. Chief of these is personal influence with the class. This is the most impressive factor in keeping youth in the church. It is greater in its influence during the "teens" than that of the parents. Over the span of a life parental influence is stronger as a factor in religious faith but not during adolescence.

This personal influence must meet certain expectations if it is to be received by youth. The person must accept adolescence as a real part of life, not just a passing phase, and in so doing must have faced his own problems honestly and adequately. In fact traces of the struggle may be continuing but as long as they are met honestly and with confidence youth will accept the person. On the other

hand, they can spot a phoney immediately. In addition to a realistic understanding of himself the teacher should be intellectually respectable. He should be able to gauge the dimensions of doubts and direct the doubter in approaches that will offer satisfactory answers. There must be also those pious considerations which are essential to the Christian example.

Diversity

The second major aid to the church school teacher of adolescents is an appreciation of the diversity of their religious experience. These experiences are part of the whole growth of youth. Sometimes they reflect the change that is in progress. Other times they are at the heart of it. Here are some of the characteristics that may be compounded in the experiences of any high school Bible Class.

Here's Mary, who quite suddenly and to her own amazement, has become quite religious. Her awakening seems to have flared over-night. The kids are still talking about the sudden change in her.

Alice has quite a different experience. Her faith has a dark and pensive perspective. She seems to enjoy the sadness and melancholy of it all. Her mood is that of a Gethsemane.

Joe has fallen in love. Of course, everything is loving and lovely. His religious experiences reflect this careless rapture. His faith has a passionate bouyancy.

Karen is the artist of the class. Art and music stir her soul. Natural beauty speaks to her of God (It does to almost every youth.) In her faith the holy and the beautiful are close to the same thing.

Jim has little to do with esthetics. He wants ethics! His primary preoccupation is with people's badness and goodness. If an act or intention is not bad, it must be good, etc. Jim lives in a world where things must be black or white, but not grey. His moral judgments are harsh.

Sue isn't sure. One day she believes everything. The next she doubts if there even is a God. When she goes to Church all is well. When the crowd she is with laughs at religion, she laughs too and with sincerity. Her faith is

not hypocritical. It wobbles genuinely.

Paul is concerned about suffering. The problem of evil gives him disconcerting moments. Why does God permit the good to suffer? Couldn't God have prevented an accidental death? etc. He isn't acting smart. He wants to know.

Betsy is on the borderline. She feels herself alienated from her parents and now doubts that the church cares about her. She has to be coaxed to attend. The minute she fails to get attention she insists that nobody cares for her.

Quite a class. It is yours. Isn't it?

The third aid and a vital one is the assurance that God desires these children who became His in Holy Baptism to remain His own. Your prayers will be heard as you intercede on their behalf and God will abundantly bless your earnest efforts to bring your class to a mature Christian faith.

A Youth's Prayer

Lord Jesus, we take hands off, as far as our lives are concerned. We put Thee on the throne of our hearts. Change, cleanse, use as Thou shalt choose. We take the full power of Thy Holy Spirit. We thank Thee. May we never know a tithe of the result until morning.

BORDEN of Yale.

The People We Teach

What About the Kindergarten Child—Is He Old Enough

by MARJORIE LLOYD

THERE are those with the theory that about all you can teach a Kindergarten child is a little social grace—how to play and get along with people, the habit of Sunday school going, and the like.

A Kindergarten child, a four to six year old, is certainly not ready for many things that will be taught in older grades—but there is much he CAN learn; there is much we as teachers of this age can do to help lay the foundation for mature Christian growth in years to come.

Just what can you expect of a Kindergarten child?

He Can Grasp More Than We Sometimes Realize

One day, when Louis was four, just entering this age group, he asked:

"Aunt Marj, did you know Grandma's white kitty had gone to live with Jesus?"

"Yes, Louis. I guess he has,"

"Did you know you have to die before you can go to live with Jesus?"

"Yes."

"Do you think Grandma knows?"

"I'm sure she does."

"In Heaven the Kitty won't have any more ouch-ouches, will he? . . . Aunt Marj, Jesus lives up in the sky . . . Why don't we get a man to go up in an airplane and get the white kitty?"

When Louis was six, just leaving this age group, he was overheard telling a little neighbor girl:

"If you believe in Jesus, and die, you are killed but not dead, because you are still living in Heaven with Jesus." And later he told his daddy: "A person ought to be happy when they die and go to live with Jesus. In heaven you don't have any troubles or worries. But, you know, I believe I'll just keep my worries a little longer?"

Is heaven that real to you? I think it must have been a Kindergarten age child that Jesus put in the midst of the disciples and said: "Truly, I say to you, unless you

Miss Lloyd, one time teacher in St. Martin's (A.L.C.) Sunday school in Austin, Texas. A TTT leader in Texas she is teaching a pre-service training class in her church.

turn and become like children, you will never enter the kingdom of heaven."

But We Must Recognize

His Limitations

Just as important as it is that we realize the child can learn, so important it is that we recognize at the same time that there are limitations. Let us examine some of the learning experiences of the average Sunday School hour.

Singing

I think one of the finest things about the Sunday schools of America is the universality of "Jesus Loves Me."

What type of songs should be taught the four and five year olds? "Songs for beginner children should have a decided rhythm and melody. The pitch should be within the range of the child's voice, which is from about E to high G."* Symbolism means little to the young child, and songs with too much symbolism should be avoided. Simple, easy to understand words should be selected. Often the meaning of a song eludes an adult. Think of how it must sound to the child. As a usual thing, one or two four-line verses will prove best.

*Loise E. Gouger, *Methods for Workers with Beginner Children*, page 18.

Worship

Worship—a word we often use but seldom understand! Looking at a flower and knowing that "God made it" is in itself a simple expression of worship. Little hands lovingly carrying a Bible from the table to the teacher's chair can be an act of worship. There are endless opportunities for you to take advantage of the child's native love to worship.

High in the list is training in prayer. The child needs training in: (1) how to pray; and (2) what to pray.

(1) How to pray: If you've never heard a five-year old offer a free prayer then you have missed a great worship experience for yourself. One of our kindergarten teachers asked a child to pray one morning. It became such a custom in the class that something of a competitive spirit was built up among the children, and their "turn to pray" could not be overlooked.

(2) What to pray: Mary Lou had a broken leg. Her mother, as mothers too often do, was "worrying" one day. Mary Lou said: "Don't worry, mother. My leg is going to be all right." "How do you know?" "Because I asked Jesus to make me well, and He will."—Linda was standing by the swings one day. She gave the swing a shove and prayed: "Dear

"God, please don't let the swing come back and hit me."—Mary Lou's leg got well. Linda got hit by the swing. Each was learning how to pray, what to pray for, and what not to pray for.

Don't take my word for it that the Kindergarten child can pray. Try it with your own group. Give it a real try—have patience, help and encouragement. You'll be amazed, delighted, and awed.

The Story

In years to follow, the Bible will come to be a personal possession to the child, but at this age it is "God's Book." It is a grand opportunity for the teacher to let the child know that each Bible story she tells is written down in "God's Book."

Attention span of the four and five year olds is short. Stories should be short, enthusiastically retold, full of action.

Activity

Perhaps if we err in underestimating the ability of our youngsters to reason and to pray, we go in the opposite direction in overestimating their ability to "do" detailed work. Co-ordination of muscles, particularly the small muscles of the hand, is poor at this age. It is hard for the children to do "little" things—like drawing "in the lines" or pasting in little

areas or cutting out little figures.

Yet they love to do things, when those things are within the range of their abilities. Plan for coloring on large sheets of paper, cutting fairly simple designs from larger sheets of paper, pasting on a poster where it doesn't make too much difference if things are in the *exact* location. Remember, too, that the *doing* itself is more important than the end result. Let the child do the work—and put more emphasis on the fact that he has thus accomplished something, than on how pretty it looks.

Fellowship

Eight months after Donny Ray had changed classes in Sunday school, he still pointed out his former teacher in church and whispered, "That used to be my teacher a long, long time ago." He loved her in Sunday school—and he saw her in church every time he was there. He didn't see his new teacher in church. Somehow she was never his teacher in the same as the other.

The Kindergarten child's whole Sunday school experience often centers around the teacher. The children are yet not so important to him as individuals, although social consciousness is developing, and many lessons in loving and sharing can be taught by actual practice in the classroom.

Ten Characteristics

Keep in mind these few characteristics of the four and five year olds: (1) these years are times of rapid growth; (2) small children are continually active (the teacher said to sit still, but God said to wiggle); (3) their very make-up impels them to curiosity; (4) vocabulary is limited, but growing; (5) question-asking is habitual, sometimes annoying, but offers an opportunity to the teacher who will take advantage of the questions to discover something of the child's ways of thinking and his needs; (6) the child is frank; (7) emotions need guidance and direction (love emphasized, fears transplanted with assurance); (8) he

is just learning the difference in right and wrong; (9) he has a vivid imagination and likes to imitate; (10) No two are alike.

They Can Learn

These children we teach, these four and five year olds, can learn much. Find out what their abilities are, and make the most of the great opportunity God has given you in entrusting them to your care. "Whoever receives one such child in my name receives me; but whoever causes one of these little ones who believe in me to sin, it would be better for him to have a great millstone fastened round his neck and to be drowned in the depth of the sea."

TOMORROW

*I saw Tomorrow marching by
 On little children's feet,
 Within their forms and faces read
 Her prophecy complete.
 I saw Tomorrow look at me
 From little children's eyes;
 And though how carefully we'd teach
 If We were wise.*

MYRTLE BURGER, *Poetry World*

Meet Debby and Don

By MARIE SHUPE

DEBBY and Don are in the nursery class of the Sunday church school. They may be two years old, more or less, or they may be approaching their fourth birthday. This may be their second year in the class, or it may be their first Sunday. But Debby and Don are here today. They are our concern, for they are precious in God's sight. They are our challenge, and we must provide the environment and the guidance that will enable them to achieve their God-given potentialities so as to grow into well-adjusted and fully developed Christian personalities. To meet that challenge we must know what it is like to be two or three years old. There is no substitute for such knowledge and understanding. So let's meet Debby and Don.

There are no clear-cut lines to categorize the personality traits of any group of persons. However, we shall consider the nursery child in these four general areas of characteristics; namely, physical, mental and emotional, spiritual, and social.

Marie Shupe is a member of the staff of ALC's Board of Parish Education.

Physical Characteristics

The nursery-age period is a time of rapid growth and wide variation in size. These factors and their resultant necessity for activity are important to teachers. Growing muscles must exercise. The child seems restless without his being aware of it. He wants to do things, to be "on the go." Play is an outlet for this inner urge for activity. His activity often seems to be aimless. He wiggles. He stands up and he sits down for no apparent reason. He runs and shouts for the sheer joy of it. Yet we know that through such activity he grows, and it is up to us to guide that growth.

Mental and Emotional Characteristics

The nursery child has an inquiring mind; he wants to know, is curious about the things he sees and hears. And what a copy-cat he is! His speech, attitudes, and actions reflect those of the people with whom he comes in contact, largely his family. He imitates the objectionable quite as readily as the desirable; sometimes it seems even more so.

At this age a child is unpredictable.

ble. Sometimes in a given situation he may do the expected thing,—sometimes the totally unexpected. One minute he wants to *be big*, the next minute he wants to be babied. Now he asserts his independence, now he can't do a thing for himself. His will is in a shifting state. We may tell him, "You don't know what you *do* want," and he doesn't,—but he can't help it. This, too, is a part of the growing-up process.

"As He Is"

Perhaps more than anything else he needs security,—to feel wanted, needed, loved, important, accepted *as he is*. His bid for attention when this need is unmet often results in unacceptable behavior. If he can't get attention by fair means he is ready to try some other way,—and fairly sure of success.

This is a period of much learning. At no other time in his life will he learn so much so permanently in such a short span.

Spiritual Characteristics

"The faith of a little child" is a frequently used expression that seems to stand for a certain simplicity of faith for which a young child has great capacity. He evidences an innate need for God, who loves him and cares for him; for Jesus, who tells him and shows

him how to act, who sets a pattern for his life, who shows him the way that he may know right from wrong. His mind is open to things spiritual; he has no preconceived ideas, no set patterns, no pet theories. "The Bible tells me so," satisfies the nursery child. He is quick to believe God's Word; there is no need for proof.

A young child is readily responsive to Jesus' love. "I love Jesus, too," is his frequent response to a story illustrating Jesus' love for people.

Social Characteristics

The nursery child is highly individualistic and not ready for much co-operative activity. He is inclined to friendliness and likes to have other children around, but he plays pretty much "on his own." He thinks largely in terms of *me* and *mine*, not *us* and *ours*. He wants approval of both adults and his peers. "Lookit what I can do," may be the keyword for adults who would bring out the best in a three-year-old.

A Picture of Debby and Don

The nursery teacher may study and understand these characteristics of her age group. Then on Sunday morning she goes to her class and here come Debby and Don. Now she sees not two healthy bodies, not two eager

minds, not two precious souls. She sees, instead, two budding Christian personalities and she knows what the psychologist means when he refers to "the whole child." She knows that "the whole child" comes to the nursery class and she tries to see a true picture of Debby and Don.

Any picture of an "average" two to three year old child is only

an outline, incomplete. To make this outline a picture of Debby or Don, someone who knows them well must fill in the details and perhaps revise it at certain points. Even then, though it may be fairly accurate today it may be hopelessly outdated by next month, because of the rapidity of the change and growth which take place in the nursery years.

TO A TRIPLE T INSTRUCTOR

How quiet is her voice, like snow
Sifted through the twilight glow
How quiet is her voice, like light
From a candle, calm yet bright.

Her gentle loving words serene
Upon whose wisdom children lean
Like searching roots within the
earth

Our doubts dispell, to thoughts
give birth.

As driads by ancient token charmed
And bound in trees, here sits dis-
armed

Credulous, wondering and mild
The noisy, bouncing, lively child.

Softly, softly, easy, slow

We listen to her accents flow

And even we twice past their size
Sit spellbound as if hypnotized.

Restful, waiting for God's will
Her quiet voice says Peace be Still.

MRS. J. SCHMID

Keeping Interest at High Level

By RUTH SWANSON

Jimmy returned from the Beginner's Department gaily chanting, "Jesus is *my* friend!"

As if that were not enough evidence, his proud father asked, "Do you like Sunday School, Jimmy?"

"'Couse, D a d d y, whadya' think?" And without further explanation Jimmy went off to play.

Beginner teachers, what makes youngsters like Jimmy so enthusiastic? What can we do to keep this apparent interest throughout the year? It is no secret that if a child has had a satisfying experience during a church school session, he will be willing and anxious to return. Planning our entire session as well as the physical feature of our room with the fours and fives in mind, helps create that type of experience.

First, then let us consider physical features which would say, "Come in! This is *your* room!" The room itself should be attractive and have a pleasant, home-like atmosphere. Any permanent pictures should be hung low enough that the children will not get a "worm's eye view" as they examine them.

Speaking of pictures brings to mind the thought of bulletin boards and their use. Remember, our children are not yet four feet tall and a bulletin board with the top any higher than that will be only half used because we will post pictures at the children's eye-level. Incidentally, let's keep our bulletin boards functional—attractively arranged and up-to-date. Children can quickly be drawn into conversation concerning a *New* picture and the theme for the day will be brought into their thinking very naturally.

Tables and chairs should be of appropriate size—chairs, 10"-12" high and the tables only 10" higher. It is generally agreed that better teaching can be done with smaller groups at a number of small tables than with the entire group at a larger table. The teacher can get closer to her group and better pupil-teacher rapport will result.

The worship center should be very simple—just a table with an open Bible is all that is necessary. We need to be reminded of a couple of things in this connection. It is important that the worship center be low enough that a pic-

ture placed on it will be on the children's eye level. And, it should be kept free from such things as teacher's guides, pupil's leaflets, crayolas, etc.

A table of appropriate height, to be used as an interest center would be a valuable, though not necessary, addition to the room. On it we may have growing plants, books or built-up scenes, applicable to the day's work.

Brighten the Corner

What if we don't have a room? There are still things that can be done to make our "corner" attractive. Some privacy can be achieved by using movable screens or dividers. These should be rigid, on which pictures can be posted. Appropriate pictures properly placed on rollers, and made of material on these "walls" will make any corner interesting.

Valuable as good equipment and pleasant surroundings are, they can not substitute for a teacher's preparation. An unprepared teacher will not be able to generate enthusiasm among the pupils of her class.

Let's think through a typical class session and how our preparation "can make a difference."

First, we would do well to remember that all of our plans should be kept flexible in order that we might capitalize on some unexpected but important turn of

events. Work with beginners is unpredictable. "You never know what's coming next!" But a *prepared* teacher will take the situation in hand and from it develop the lesson for the day.

Three Areas

A church school session might easily be divided into three major areas, the pre-session, the Bible lesson and its related activities and the worship, with the lesson aim at the center of all activities.

Pre-session—that informal period—begins when the first child arrives. Of course, the teacher is on hand *before* that first child and is prepared to begin motivating interest immediately. This may be done by reviewing last Sunday's lesson with a conversation about a picture of the story. It may be done by singing familiar songs or learning a new one related to the unit of study. Or, we may need to build background for better understanding of life in Bible times, using pictures and models showing various customs and costumes of the day.

Oh yes, our offerings! It is well to free the children from the duty of hanging on to their envelopes or coins, early in the session. They may be placed in a basket near the door or in an offering plate on the worship center. However, do not forget to have a dedicatory service of some kind, some-

time during the session — not necessarily during the closing worship. There needs to be some conversation about the reason for the offering and a short dedicatory prayer so the children will not think of it as an admission fee.

Telling

The major part of our teaching period will revolve around the *telling* of the Bible story. This will necessitate learning the story: being so well acquainted with it that we will tell it as though we had witnessed the incident. There will be no trouble in keeping the interest of the group if this is the case. We need to identify ourselves as closely as possible with our children, when telling stories. Get down to their level, rather than towering over them. Use specific language.

Keep the story moving with action words as "ran" and "jumped" and make it personal with phrases as "just like you," "like yours" etc. Locating the day's story, previously marked, will help the children associate that story with the Bible. We need to relate the Old Testament stories we use to some New Testament though, whenever possible. Quite often this has been done for us with a related memory verse taken from the New Testament. This makes it possible to

teach the memory verse while telling the story and also use it in discussing, with our group, the implications the lesson has for their everyday living.

Closing

Beginners like to make things to take home. Our teacher's guide gives us many such activity suggestions. We need to evaluate them, with the lesson aim in mind, and note which ones can use advantageously.

The closing devotional period can summarize the lesson and re-emphasize its aim. It is not wise to use a regular routine worship service having set formal prayers, with beginners. Rather, give them an opportunity to discuss what will be included. It is understandable, however, that we will guide their choices, in order that even the worship will be aimed-centered. Keep the period short and informal. Include only a song or two, the reading of the story from the Bible and an informal prayer expressing the things which have been in the children's thinking (our ours) during the session.

Equipment, materials and procedures have their value but they can not take the place of the teacher. However, expressing our willingness to teach is not all that is necessary. We must also be willing to *take time to prepare for*

our task of guiding our beginners in Christian growth. May we through prayer, study and the use of our God-given imaginations be

the best teachers we are capable of being. Then, Jimmy's enthusiasm will not wane but continue throughout the year.

Worship Service for FBI Protestants

Recently a special Vesper Service for Protestant employees of the Federal Bureau of Investigation was held at the National Presbyterian Church in Washington, D. C. The service, which had been arranged for by Mr. J. Edgar Hoover, was attended by more than 1,000 persons. Mr. Hoover has been an elder in the National Presbyterian Church for a number of years.

In his address to the worshipers, Dr. Edward Elson, pastor of the church, said that it was unfortunate that people concerned with fighting Communism so often ignore the Church or scorn its role in the ideological battle. "The tragedy is," Dr. Elson stated, "that people who frequently are most anxious about the security of

America and who are most zealous in opposing the Communist peril, forsake and neglect our strongest bulwark against this menacing force. They fail to see that the grandfathers whom they so much admire opposed tyranny because they had firm faith in the religious faith which their grandsons now so sadly neglect."

Dr. Elson added that the most patriotic thing that an American can do today is become a living part of the Church of God. "Our first line of defense," he concluded, "inevitably turns on the church of our people. It was a people of strong character who built this nation, and only a strong people can be trusted with such great powers, privileges and responsibilities as are ours."

Call To Teach in Our Church Schools

TheChurch of extends to you this call to instruct in our church schools. Teaching immortal human souls is a high and holy calling, challenging the best talents, the most consecrated labors, the highest and noblest aspirations. It brings the greatest rewards. "The teachers shall shine with the brightness of the firmament; and they that turn many to righteousness as the stars forever and ever." Dan. 12:3. "Whosoever shall do and teach them (the commandments) shall be called great in the Kingdom of Heaven." Matt. 5:19.

The Aims:

1. *To impart knowledge necessary for the Christian life.* "Grow in grace and knowledge of the Lord Jesus Christ"—2 Pet. 3:18. "Study to show thyself approved unto God, a workman that needeth not to be ashamed, handling aright the word of truth."—2 Tim. 2:15. "From a babe thou hast known the sacred writings which are able to make thee wise unto salvation through faith which is in Christ Jesus."—2 Tim. 3:15.
2. *To kindle the right attitude toward God and man.* "Thou shalt love the Lord thy God above all things and thy neighbor as thyself."
3. *To establish the right habits of a Christian life*
4. *To teach the right motives for the Christian life.*
5. *To be a friend, a counselor and an example to those in the class.*

The Qualifications toward which to strive as you teach:

1. A clear conception and experience of salvation in Christ Jesus.
2. A sincere love for Christ and one's fellow men.
3. An intelligent understanding of the material to be presented.
4. A knowledge and intelligent understanding of each pupil and the teaching methods which will best challenge the group.
5. A willingness to work hard and long, faithfully and loyally, patiently and hopefully.
6. A vision to see the results of your labors.

The Duties:

1. Regular attendance, on time, at all classes and regularly called staff meetings.
2. Prayerful and faithful preparation for teaching.
3. Conscientious follow-up of every member, and the seeking of new ones.
4. Faithful self-improvement through study.

Because we believe that you will have the above mentioned aims and qualifications as your goal, your church herewith issues you the call to be a teacher in our church schools. We ask you to consider it prayerfully as a call from your Lord and Saviour Jesus Christ and His Church.

On behalf of the Board of Deacons ofChurch

 Pastor

A SERVICE OF INSTALLATION

Sunday School Teachers and Officers may be installed into their offices at the beginning of the Sunday school year. The installation should take place immediately after the hymn following the sermon. The following order has been prepared for those who may see fit to use it:

The minister, having proceeded to the altar, shall turn to the congregation and read the names of the teachers- and officers-elect, who shall then present themselves at the chancel. Or, the minister may read the names in connection with making the announcements, and the teachers may then come forward during the singing of the hymn following the sermon.

The minister proceeds as follows:

In the Name of the Father, and of the Son, and of the Holy Spirit. Amen.

To the Congregation: Beloved members of this Christian congregation: Do you desire to set these men and women apart as teachers and officers in the Sunday school for the children and youth of this church? If so, answer yes.

Answer: Yes.

To the Congregation: Some of you are parents of these boys and girls, and others of you have stood as sponsors at the time of their baptism. Do you now pledge to these workers your hearty co-operation in the Christian training of our children so they may be reared in the nurture and admonition of the Lord? If so, answer yes.

To the Teachers: Beloved teachers and officers of the Sunday school:

The Christian church of which you are members has called you to be teachers in its Sunday school and has pledged to support your efforts. In so doing, it has given you the highest recognition which any congregation can confer upon its members. Fathers and mothers of children and youth are committing into your care the dearest that they have. They are asking you to feed these boys and girls with the Bread of Life, to lead them in the way that they should go, and by both word of mouth and godly example to bring them into the fullness of the blessing of Christ. Unto that end do you here dedicate your intellect and heart, your time and talents; and do you promise to discharge the duties connected with this high office, God helping you, to the best of your ability? If so, answer yes.

Answer: Yes.

To the Teachers (continuing): Hearing this, your solemn promise, on behalf of this congregation I declare you to be regularly installed as teachers of the children and youth of this church, in the name of the Father, and of the Son, and of the Holy Spirit. Amen.

Incline your hearts unto God and hear His Word: "They that are wise shall shine as the brightest of the firmament; and they that turn many to righteousness as the stars for ever and ever." "Give diligence to present thyself approved unto God, a workman that needeth not to be ashamed, handling aright the word of truth. But shun profane babblings: for they will proceed further into ungodliness. But flee youthful lusts, and follow after righteousness, faith, love, peace, with them that call on the Lord out of a pure heart." "Go ye and make disciples of all nations, teaching them to observe all things whatsoever I have commanded you. And lo, I am with you always, even unto the end of the world."

The Minister continues: Let us pray

Almighty and most merciful God, heavenly Father, the Author and Perfecter of all that is good in human life. Hear us when we pray for Thy blessing upon these men and women as workers in our church school. Grant success to their

efforts and bring to fruitage the Word which they shall plant. Give them a deep insight into Thy truth, a steadfast faith in Thy power, and a sincere love to Thee and to all their fellow men. Grant them a lofty conception of their task as teachers of the little ones whose angels do always behold the face of the Father who is in heaven. Preserve them from carelessness, indifference and discouragement. Give them a glad sense of the eternal worth of faithful service and make them to know that Thou art with them always, even unto the end of the world. Through Jesus Christ, Thy Son, our Lord. Amen.

The Minister, together with the Congregation, shall continue:

Our Father, who art in heaven: Hallowed be Thy Name; Thy kingdom come; Thy will be done on earth, as it is in heaven; Give us this day our daily bread; And forgive us our trespasses, as we forgive those who trespass against us; And lead us not into temptation; But deliver us from evil; For Thine is the kingdom, and the power, and the glory, for ever. Amen.

Then shall the Minister say:

Incline your hearts to God, and receive the Benediction.

The Lord bless thee, and keep thee. The Lord make His face shine upon thee, and be gracious unto thee. The Lord lift up His countenance upon thee, and give peace.

"Go therefore . . . make disciples . . . baptizing . . . teaching them to observe all that I have commanded you."

THE TEACHER

*He sent men out to preach the living Word,
Aflame with all the ardor of his fire;
They spoke the Truth wherever truth was heard,
But back to him they brought their hearts' desire;
They turned to him through all the lengthening days
With each perplexity of life or creed.
His deep reward, not that they spoke his praise,
But that they brought to him their human need.*

HILDEGARD HOYT SWIFT.

quoted from "Christ in Poetry,"
Association Press.

DEDICATION SERVICE FOR PARENTS AND LEADERS

*(Adapted from a service prepared by the Committee on Children's Work,
Division of Christian Education, National Council of Churches of Christ)*

LEADER:

The Bible is a picture book—full of pictures of you and me. There is one picture which is very flattering. It is a group picture. In it we look warm-hearted; there is a purposeful, hopeful air about it. We'll never have a better picture. The title of it is, "They brought young children to Jesus."—there we are, you and I, Christian parents and church school teachers bringing the children.

The people who first thought of bringing their children to Him that He might touch them were like us, concerned about their little ones. Doubtless they edged up close to Jesus to tell Him, "This is my ailing child" . . . "My little one is so adventurous" . . . "This little boy is the joy of my heart" . . . "See my child's sensitive mouth, he is often hurt" . . . "Look upon this child, I can do nothing with him."

Let us, just now, speak to God about our concern for the children we are bringing. Let us call them by name and speak what is in our hearts.
(Allow time for silent prayer.)

LEADER: "O Lord, hear our prayer."

RESPONSE: "And let our cry come unto Thee. Amen."

LEADER: Perhaps the words that Jesus spoke to the grown-ups as the little ones clamored toward Him are the ones we should hear just now . . . "Let the children come unto me." . . . all of them . . . He meant all of them. Those from the families of the church and those whose families have no church connection,
the near ones and the far ones,
the normal, happy, much-loved ones,
and the lonely, sad, handicapped, neglected ones.
They all need the thoughtful concern of Christian people
who desire to be about our Father's business.

LEADER: (to parents) To you who are parents is the first responsibility for the Christian nurture of children. Hear the Word of the Lord: (Read Deuteronomy 6:4b-7, R.S.V.)

PARENTS: We know that this is true. We know that we are teaching these things even when we are not thinking about them, and that what we are and do teaches more than what we say.

As true parents we are concerned for all children, and realize that our children need to grow up with a vision of world citizenship. To this task of Christian teaching and Christian living in the home we would dedicate ourselves. We would express our willingness to co-operate in every way with the teaching program of the church and to help teachers understand our children and their needs.

LEADER: (to teachers) To you who are church school teachers is given a great responsibility. The Scriptures teach: (Read 1 Corinthians 12:28a, R.S.V.) Ye are chosen of God. The Scriptures say further: (Read 1 Corinthians 14:7-9a, R.S.V.) Therefore, "Do your best to present yourself to God as one approved, a workman who has no need to be ashamed, rightly handling the word of truth." (2 Tim. 2:15)

TEACHERS: We believe that we are God's children—made His own in Holy Baptism. We believe that God wishes to draw us all nearer to Himself through the fellowship of study, prayer, and work inspired by the Gospel.

We believe that God has called us to be leaders of this fellowship among the children, youth, and adults of our Church.

May He dedicate us to His service!

LEADER: With this prayer of dedication in our hearts let us all, parents and teachers, place ourselves again in that group picture entitled, "They brought young children to Jesus." While we stand there warmhearted, purposeful, and hopeful, let us sing a prayer, "My Lord, I do not ask to stand as King or prince of high degree."

HYMN: "My Lord, I Do Not Ask to Stand" (Can be sung to the melody used for hymn No. 387 in the Augustana Hymnal.)

My Lord, I do not ask to stand
As king or prince of high degree;
I only pray that hand in hand
A child and I may come to Thee.

To teach a tender voice to pray,
Two eager eyes Thy face to see,
Two feet to guide in Thy straight way—
This fervently I ask of Thee.

O grant Thy patience to impart
Thy holy law, Thy words of truth.
Give, Lord, Thy grace, that my whole heart
May overflow with love of youth.

As step by step we tread the way,
Trusting, and confident, and free,
A child and I shall day by day,
Find sweet companionship with Thee. Amen.

Norman E. Richardson

Florence I. Judson-Bradley

LEADER: Let us pray.

Help us, O God, to grow in knowledge and in ability to teach more helpfully the children entrusted to us. In the name of Him Who is the source of all knowledge and understanding. Amen.

T.V. OBJECTIONABLES

The National Association for Better Radio and Television announced that crime and violence on kids' programs have increased by 400 per cent in the last three years. In a 60-hour study, association samplers found 26 hours of the programming to be "objectionable." Five shows—"Captain Midnight," "Captain Video," "Dick Tracy," "Eastside Kids," and "Ramar of the Jungle"—were judged "most objectionable."

Quoted from "*Newsweek*"

Audio-Visuals for Christian Growth Series

Oct., Nov., Dec. 1954

By GEORGE AMMON

TEACHERS' Guides of the Christian Growth Series do not list films, filmstrips or slides for use in the regular Sunday lessons. For the fifth year we are providing this supplementary list for teachers and leaders so they may have some of the better materials to use in helping accomplish one or more aims of the lessons. This service has been provided by the Board of Parish Education through its Division of Audio-Visual Aids.

It should be understood that there are other films, filmstrips and slides which might be listed, but space does not allow full listing. By consulting the Audio-Visual Resource Guide (3rd Edition) you will find other audio-visuals which would aid teachers in their work. This is part of the service of the Visual Education Fellowship (\$10 for the first year) 79 E. Adams Street, Chicago 3, Illinois.

In cases where more than one audio-visual resource is listed, you should *choose one* which you can best use.

Filmstrips are listed with sale

prices only. You should be selecting some of the best and building an audio-visual library. The United Lutheran Publication House Audio Visual Department rents filmstrips at 30% of sale price plus postage. Most films (except the Board of Foreign Missions and Stewardship films) are available through your nearest Religious Film Library (co-operative distributing agency for several major Protestant groups). Addresses of Religious Film Library outlets are:

17 Park Pl., New York 7
220 W. Monroe St., Chicago 6, Ill.
1505 Race St., Phila. 2, Pa.
8 N. 6th St., Richmond 9, Va.
209 Ninth St., Pittsburgh 22, Pa.
2640 Pine Blvd., St. Louis 3, Mo.
240 Fifth St., Dayton 2, Ohio
57 N. Main St., Columbia 16, Ohio
2445 Park Ave., Minneapolis 4, Minn.

Each quarter we select one exceptionally well-related audio-visual in each department (primary, junior, intermediate and senior) and describe in the Parish school magazine how it might be used in a classroom or departmental setting. These audio-visuals are marked with an asterisk (*).

PRIMARY II—FIRST QUARTER

Unit A—The Everyday Life of Bible people

Lesson 1—The Land of the Bible

Filmstrip—**Isaac of the Tents** (SVE) 61 frames, color. Sale \$5

Slides—**Bible Customs** (Providence Lithograph Co.) 18 slides, color, Sale \$9

Lesson 2—A Happy Family

Filmstrip—**When Jesus Was a Boy** (SVE) 59 frames, color, Sale \$5

Films—**The Home** (2000 Years Ago Series) 19 min., B&W, Rental \$6

Filmstrip—**The Home** (Part I) 35 frames, B&W, Sale \$2 (Based on above film)

Lesson 3—The Daily Work

Film—**The Day's Work** (2000 Years Ago Series) 21 min., B&W, Rental \$6

Filmstrip—**The Day's Work** (based on above film) 38 frames, B&W, Sale \$2

Lesson 4—At the Market Place

No aids suggested

Lesson 5—Travel in Bible Times

Film—**The Traveller** (2000 Years Ago Series)

Filmstrip—**The Traveller** (Based on the above film) 34 frames, B&W, Sale \$2

Lesson 6—Festival Times in the Land of the Bible

* Filmstrip—**Thanksgiving with Jesus** (SVE) 21 frames, color, script. Sale \$4.

Rental \$1.20. For suggestions as to how to use this filmstrip, see the September issue of the Parish School.

Lesson 7—Going to Church

Filmstrip—**When Jesus Kept the Passover Feast** (SVE) 22 frames, color, Sale \$4

Lesson 8—Thanksgiving

Filmstrip—**The First Thanksgiving** (SVE) 35 frames, color, Sale \$5

Unit B—Some Things We Know About God

Lesson 9—God Cares For Us

Filmstrip—**Days of Wonder** (Methodist Publishing) 50 frames, guide and 2 78rpm records or 1 33 1/3 rpm record. Sale \$10

Filmstrip—**The Lord God Made Them All** (SVE) 52 frames, color, Sale \$5

Lesson 10—God Promised Jesus

No aids suggested

Lesson 11—God Came to Earth Through Jesus

Filmstrip—**The Baby King** (SVE) 27 frames, color. Sale \$5

Filmstrip—**Holy Child of Bethlehem** (cathedral) 37 frames, color. Sale \$6.50

Filmstrip—**Song the Shepherds Heard** (SVE) 61 frames, color. Sale \$5

Lesson 12—God Guided the Wise Men

Filmstrip—**Star of the King** (SVE) 61 frames, color. Sale \$5

Lesson 13—God Cared for Jesus

Film—**Childhood of Jesus** (Family Films) 15 min., B&W, Rental \$5; Color Rental \$8

JUNIOR II—FIRST QUARTER

Conquerors, Settlers and Kings

Unit A—Conquerors of Canaan

Lesson 1—A Great General

No aids suggested

Lesson 2—Two Can Do More Than One

No aids suggested

Lesson 3—Be Prepared

* Filmstrip—**Gideon** (Church-Craft) 22 frames, color. Sale \$5. Rental \$1.50.

For suggestions as to use of this filmstrip see September issue of the Parish School

Lesson 4—The Danger of Rash Promises

No aids suggested

Unit B—Family Life in Canaan

Lesson 6—A Loyal Daughter

Film—**Ruth** (Arthur Rank) 38 min., B&W, Rental \$12

Filmstrip—**Ruth** (Religious Films, Ltd.) 44 frames, B&W. Sale \$2

Lesson 7—Bad Sons of a Good Father

Filmstrip—**Samuel, the Temple Boy** (SVE) 61 frames, color. Sale \$5

Lesson 8—A Good Son Becomes a Great Man

No aids suggested

Unit C—National Life in Canaan

Lesson 9—The First King

Filmstrip—**King David** (Alexark & Noreim) 32 frames, color. Sale \$7.50

Lesson 10—The Second King

Filmstrip—**King David** (Part I) (Alexark & Norsim) 33 frames, color. Sale \$7.50

Lesson 11—The Third King

Filmstrip—**King Solomon** (Alexark & Norsim) 36 frames, color. Sale \$7.50

Christmas Lesson

Lesson 12—In the City of David

Film—**The Greatest Gift** (Family Films) 30 min., B&W. Rental \$12.50

Filmstrip—**Holy Child of Bethlehem** (Cathedral) 37 frames, color. Sale \$6.50

Review of the Quarter

Lesson 13—What We Remember

No aids suggested

INTERMEDIATE II—FIRST QUARTER

Adam to Samuel

Unit A—The Book of Genesis

Lesson 1—The Mind of God

Filmstrip—**Creation—First Article of The Apostles' Creed** (Church Craft) 52 frames, color. Sale \$10

Film—**Creation According to Genesis** (Boxer) 10 min., color. Rental \$4

Filmstrip—**Learning About God** (Church Screen) 38 frames, B&W. Sale \$3

Lesson 2—A Changing World

Film—**My Brother** (Family Film) 30 min., B&W. Rental \$9

Lesson 3—The Father of Believers

Film—**Abraham's Faith** (Church Craft) 16 min., B&W. Rental \$5

Lesson 4—The Son of Abraham

No aids suggested

Lesson 5—The Man Whom God Named Israel

No aids suggested

Lesson 6—The Israelites Go to Egypt

No aids suggested

Unit B—Moses

Lesson 7—The Israelites Break Away from Egypt

* Film—**Moses and His People** (Broadcasting and Film Commission) 13 min., B&W. Rental \$5; color, Rental \$7.50 For suggestions on use see the September issue of the Parish School

Filmstrip—**The Story of the Exodus** (Alexark & Norsim) 37 frames, color. Sale \$7.50

Lesson 8—The Molder of a People

Film—**Moses and the Ten Commandments** (Broadcasting & Film Commission) 13 min., B&W or color. Rental \$5 or \$7.50

Lesson 9—Homeless Wanderers

No aids suggested

Unit C—From Joshua to Samuel

Lesson 10—The Invasion of Canaan

No aids suggested

Lesson 11—The Time of the Judges

No aids suggested

Lesson 12—A Foreigner Comes to Canaan

Film—**Ruth** (Rank) 38 min., B&W. Rental \$12

Filmstrip—**The Story of Ruth** (Rank) 44 frames, B&W. Sale \$2

Lesson 13—The Last of the Judges

No aids suggested

SENIOR II—FIRST QUARTER

The First Fifteen Centuries

A rich resource for this quarter is the new sound, color filmstrip series of three units "**The Living Church.**" Produced by Westminster Press recently, it is a vivid and inspiring account of the emergence, trials and growth of the Christian church across 1,900 years. Parts I and II are especially useful here. Part I might be used as a review of the first 10 lessons while Part II could be used to review the last three lessons. These materials are available with 78rpm records, \$25 each part; 33 1/3rpm records \$65 for three parts; 7 1/2ips tape \$48.50 for three parts; and 3 3/4ips tape \$54 for three parts; **sale only.** Part I covers the period from the Crucifixion to Missions in Northern Europe (175 frames); Part II covers the period from the Papacy of Innocent III to the Counter-Reformation (205 frames); Part III covers the period of the Church in America (176 frames).

Lesson 1—The Church's One Foundation
Filmstrip—**The Living Church** (Part I) see above

Filmstrip—**The Story of the Christian Church** (E&R Church) 50 frames, B&W. Sale \$3

Filmstrip—**The Church Is Born** (SVE) approximately 32 frames, color. Sale \$6
Lesson 2—Into All the World

Film—**In India—Lutherans Teach Self Help** (ULCA Board of Foreign Missions) 10 min., color. Rental \$3

Film—**Return to Jerusalem** (Cathedral) 30 min., B&W. Rental \$9 (a filmstrip of the same title, based on the above film is available for purchase at \$3)

Lesson 3—Christianity is a Challenge

Film—**Ambassador For Christ** (Cathedral) 28 min., B&W. Rental \$9 (a filmstrip of the same title, based on the above film is available for purchase at \$3)

Lesson 4—Christianity and Other Religions

No aids suggested

Lesson 5—Christians Must Face Opposition

* Filmstrip—**Death For Faith** (SVE) approximately 31 frames, color, guide and script. Sale \$6. Rental \$1.80

Lesson 6—The Mission of the Church
Film—**City Story** (Broadcasting & Film Commission) 44 min., B&W. Rental \$12

Lesson 7—The Church and the World
Filmstrip—**The Middle Ages** (Life Magazine) 49 frames, color. Sale \$4.50

Filmstrip—**Defeat In Victory** (SVE) approximately 40 frames, color. Sale \$6

Lesson 8—The Need for Reformation
Filmstrip—**The Church Militant** (SVE) 40 frames, color. Sale \$6

Lesson 9—The Threat of a False Prophet
No aids suggested

Lesson 10—Monasticism

No aids suggested

Lesson 11—Minority Protests

Filmstrip—**The Living Church, Part II** (Presbyterian Church U.S.A.) see above opening paragraph

Lesson 12—Truth Seekers Prepare the Way

Filmstrip—**Rebirth of Faith** (SVE) 45 frames color. Sale \$6

Lesson 13—A New Day Challenges Religion

No aids suggested

The West spends more on arms than Asia has for everything. Arms bill of the NATO countries for 1953 is \$63½ billion, which exceeds the total income of all the people of Asia (in 1949, latest available figures) by \$13½ billion.

—Source UN Statistical Papers, *Fellowship Magazine.*

Teacher Training in the American Lutheran Church

By R. A. VOGLEY

"EVERY teacher — a trained teacher" has long been the goal of the Board of Parish Education for our Church school teachers. During the thirties the Board prepared a number of second series courses to be used for Teacher Training Courses in the local church or in areas. The first District Church Workers' Institute was held in Texas at Texas Lutheran College fourteen years ago.

Knowing that the greatest number of teachers are always being guided and trained in the local church, the Board continued to prepare the basic courses and then began to share in the Intersynodical courses planned mutually by the United Lutheran Church, the Augustana Lutheran Church and the American Lutheran Church.

Pre-service Training

The Board realized that teachers should have some training before they are offered the privilege of teaching, so a twenty-six chapter syllabus was planned and written by Miss Clara Kemler. This was prepared primarily for use

during the Sunday school hour for two quarters of the Sunday school year. The Board recommended that the minimum age group of such a class be the seniors in High School. However, we prefer that the High School department work be completed before an individual takes the pre-service course. Even more to the point is the fact that selected leaders in the local church should be asked to attend the pre-service training course and thus be prepared more adequately to teach. The L.E.A.V. kit can be closely integrated with this pre-service training course. The course has been revised and enlarged to thirty-nine chapters. It is hoped that it will be printed and ready for use in the fall of 1955. Only the mimeographed twenty-six chapter syllabus in two units is now available.

Triple T Program

By 1951 there were already a number of District Institutes in the American Lutheran Church. At these five-day institutes several courses were offered. Each person could take a Bible course, an-

other general course and a special departmental course.

Stimulated by the Triple T or Teachers Teach Teachers program of the Augustana Lutheran Church, the Board adapted that procedure to the American Lutheran Church.

Four Year Pattern

The Board set up a four-year pattern of courses. In 1952 the major emphasis was on "Methods of Teaching," In 1953 it was on "Materials." The 1954 theme is "Planned Teaching." In 1955 we expect to develop "Effective Teaching." The idea behind the pattern is this. The national staff board members and other selected leaders provide special training at six Triple T Workshops for those teachers who later are to teach in a Zone Institute. The zone teachers receive a minimum of fifteen hours of help. The first year they received twenty hours. The six Triple T Workshops are held at Texas Lutheran College for the Texas District, at Dubuque or Waverly, Iowa for our Midwest District which includes Central, Iowa, Wisconsin and Illinois. The Tri-District Institute which serves the Eastern, Ohio and Michigan Districts, is held at Columbus, Ohio. The Minnesota Institute at Onamia serves Minnesota, Dakota and parts of Canada. The

other two Triple T Workshops are held in California at San Dimas and in Washington at Ellensburg. These Workshops provide help and training for some 800 teachers.

Zone Institutes

Each year an increasing number of Zone Institutes have been held throughout the American Lutheran Church. In 1953 some eighty-five Zone Institutes served approximately 8,000 teachers. A zone as a rule consists of what we call a local conference area. At the Zone Institute departmental help is given which augments the basic training which should always be given in a local church. As a rule a first series course is taught in the Zone Institutes. Some zones follow a two-Sunday pattern, others follow a different pattern.

Congregational Training Program

In 1954 the Board is providing specific departmental suggestions for regular teacher meetings in the local church. This course is a follow-up to the work done in the zone or district institutes and can be taken for credit. Complete departmental suggestions and resource articles are included in four issues of the Church School Teacher, so that in October, teachers will look ahead to the November lessons and study the necessary elements for planned teaching.

The request for such help came from many sources in 1953. We are anxious to see how many congregations in following the suggestions will have regular teacher meetings.

The Future

It is already evident that with so many new teachers in our growing schools, the Board must plan the courses on two levels for the Zone and District Institutes. It is unfair to ask a new teacher who has never had introductory courses in Bible study and in teaching to take the advanced courses which

will be offered in 1955. Therefore the Board is planning to have an introductory course in Bible study and an introductory course in teaching in the church schools. These may also be conducted at the zone institutes.

In all probability by 1956 there will be two courses for each department at our District Institutes, and the Board is planning to conduct more District Institutes.

In the above ways we are trying to make a reality of our goal "Every teacher a trained teacher."

Speak to us, Lord, until our hearts are melted.

To share in Thy compassion for the lost;

Till our souls throb with burning intercession

That they shall know Thy name, whate'er the cost.

Speak to us, Lord, till shamed by Thy great giving.

Our hands unclasp to set our treasures free;

Our wills, our love, our dear ones, our possessions—

All gladly yielded, gracious Lord, to Thee.

—From Lundquist's *"Inspiration for Today"*